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ABSTRACT

This Vocational-Technical Education Consortium of States (V-TECS) curriculum guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in word processing. It may be used with any teaching method chosen by the instructor. The guide covers six duties of the occupation: organizing and planning, supervising and implementing, performing clerical activities, performing mail-handling activities, performing transcription activities, and performing keyboarding (typewriting) activities. Each duty is divided into from 1 to 10 performance objectives. Noted under each performance objective are the task, conditions, standard, source for standard, performance guide, enabling objective(s), resources, suggested teaching activities, a criterion-referenced measure, and a checklist for performance objective evaluation. Student worksheets, answer keys, and samples are included as needed. Appendixes include definitions of terms, a bibliography, a cross-reference table of duties and tasks, and equipment lists. (YLB)

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V-TECS GUIDE

FOR

WORD PROCESSING

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INTRODUCTION

A V-TECS guide is an extension or continuation of a V-TECS catalog. While the V-TECS catalog compiles duties, tasks, performance objectives, and performance guides, it deals only with the psychomotor aspect of an occupation. A V-TECS catalog is a blueprint; an identification of the "hands on" aspect of the job. The catalog does not take into consideration such areas as the background information surrounding a task and how to make inferences, generalizations, and decisions from a body of knowledge, nor does it deal with attitudes, job seeking skills, safety, or energy conservation practices. The purpose of the V-TECS guide is to put these aspects of teaching and learning into a written form.

The V-TECS guide includes all three domains of learning: psychomotor, cognitive, and affective. The following paragraphs give a brief explanation of each area.

Psychomotor
Manipulative skills such as typing a business letter or keyboarding a mailing list are examples of psychomotor skills. Tasks such as these are identified in a V-TECS catalog and grouped by duties and objectives. Each performance objective has a performance standard which must be met to prove student proficiency in the manipulative aspect of the task. The V-TECS catalog, however, does not include any suggestions with regard to learning to do these tasks. The V-TECS guide is developed around work-oriented psychomotor tasks.

Cognitive
To perform psychomotor tasks, students must think. To type a business letter, the student must know the format a business requires for outgoing correspondence. To keyboard a mailing list, the student must know how to use the various commands of the word processing unit. In either situation, the student must think about what is being done. This involves cognition or mental activity. Cognition is what goes on in the mind about any job being done. A V-TECS guide provides both the collateral knowledge and the impetus to apply cognition to psychomotor tasks.

Students gain cognition through real and imaginary experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test his/her knowledge, a student may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level.

Cognition, then, is that process by which information is stored and used. That mental thought that warns one of potential dangers is cognition. Anything that goes on in the mind is cognition. Good cognition or thinking can help an employee do a job better and quicker. A V-TECS guide provides for the cognitive aspects of learning.

Affective

Curriculum writers, supervisors, and instructors should try to assist students in acquiring a positive attitude toward self, job, school or fellow students. The V-TECS guide seeks to provide assistance to the instructor in this area. It is difficult for the instructor to identify each aspect of desirable behavior for every unit and often harder yet to teach them. In this area, a student might be judged on the housekeeping in the work area, punctuality, and ability to carry out directions. Potential employers are interested in student attitude because an angry or uncertain person is often a poor worker.

By using this V-TECS guide, the student will have participated in activities dealing with getting along with others, with supervisors or staff members, and with small to large groups.

USE OF V-TECS GUIDE

This V-TECS guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing in a selected occupation. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussions or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, a V-TECS guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when many students feel inadequate due to their lack of background information in mechanical things. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing positive attitudes while improving their skills and group subject knowledge and, by allowing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number desired.

In this V-TECS guide, you will find suggestions for specific classroom activities. These activities are not meant to restrict you or your students but only to offer a variety of learning activities for each task statement. Please note that these suggestions are only guides, and that you may not need to cover each one. The objectives you select will be based on the needs of your students. Two final notes: the performance objectives are not listed in any specific order; and a few of the original performance objectives listed in the V-TECS Word Processing Correspondence Specialist have been omitted.

ORGANIZING AND PLANNING

DUTY: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE V-TECS 01

TASK: Maintain inventory of office supplies.

CONDITIONS: An inventory of supplies, order forms, and a log book for recording requisitions.

STANDARD: The inventory of office supplies must be maintained so that adequate quantities are on hand at all times. Records must be kept as to the quantities consumed and costs incurred for each inventory item.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Refer to requisition log for time required from date of requisition to receipt of order.
2. Compare quantities on hand with anticipated rate of use and the time required for delivery time so as to determine reorder point.
3. Complete requisition at the determined reorder point, indicating quantity and description of items needed.
4. Keep file copy of requisition.
5. Enter name of supplier, requisition number, and date of requisition in log.
6. Forward requisition to purchasing department.
7. Verify completeness and accuracy of order upon receipt.
8. File a copy of invoice and record delivery date in log.
9. Forward invoice to purchasing department.
10. Store supplies for distribution.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make mathematical computations.

RESOURCES

Casady. **Word Processing Concepts,** pp. 117-140.

PERFORMANCE OBJECTIVE V-TECS 01

TEACHING ACTIVITIES

1. Discuss the importance of maintaining an adequate inventory of word processing supplies.
2. Have students list materials and supplies utilized in word processing and determine necessary quantity of each.
3. Describe the procedure for requisitioning materials and supplies.
4. Explain logging and its utilization.
5. Demonstrate periodic inventory techniques.
6. Discuss the lead-time necessary to replenish depleted supplies.
7. Illustrate verifying invoices and placing supplies into inventory.
8. Have students verify incoming invoices and add supplies to inventory.

CRITERION REFERENCED MEASURE

Practical Application

Given a requisition log, determine quantity of supplies on hand, time required for reordering, and supplies needed to replenish stock.

Prepare requisition for needed quantities and descriptions, file a copy, and forward original to the purchasing department.

Verify incoming invoices and merchandise received, file invoice copy, and store supplies.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 01 EVALUATION

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Determined and stated quantity on hand, needed supplies, and lead-time required to reorder.	_____	_____
2.	Prepared requisition with quantity, description, name, and address of supplier.	_____	_____
3.	Filed requisition copy.	_____	_____
4.	Entered name of supplier, requisition number, and date in log.	_____	_____
5.	Entered the date of forwarding on requisition and forwarded the requisition to purchasing.	_____	_____
6.	Verified incoming invoices and merchandise received.	_____	_____
7.	Recorded delivery date and filed a copy of the invoice.	_____	_____
8.	Dated and forwarded invoice to the purchasing department.	_____	_____
9.	Entered supplies into the log.	_____	_____
10.	Placed the supplies received in storage area.	_____	_____

DUTY OR UNIT: ORGANIZING AND PLANNING

PERFORMANCE OBJECTIVE V-TECS 03

TASK: Schedule work flow.

CONDITIONS: Work requests, criteria for prioritizing, and departmental production capabilities.

STANDARD: Work flow must be on a weekly basis allowing for daily adjustments so that prioritization criteria are met and delays are minimized.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review work requests daily to estimate total volume of work in each priority status: immediate, end-of-day, or end-of-week.
2. Confirm availability of work stations at beginning of scheduling period.
3. Allot work to stations equitably.
4. Prioritize work, redistributing as needed, to minimize delays while maintaining equity of work load.
5. Revise schedule daily to accommodate "immediate" and "end-of-day" status work requests.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to communicate effectively.

RESOURCES

Stewart, et al. **Office Procedures**, pp. 80-86.

Luke and Steiger. **Office Systems and Procedures**, pp. 216-227.

TEACHING ACTIVITIES

1. Illustrate types of work requests and document origination.
2. Discuss prioritizing of work requests.
3. Identify guidelines for establishing priorities.
4. Explain department production capabilities by amount of work which can be done by how many word processors in what length of time.
5. List time allotted for each type of document preparation.

PERFORMANCE OBJECTIVE V-TECS 03

CRITERION REFERENCED MEASURE

Practical Application

Given 10 work requests and documents, estimate the volume of immediate, end-of-day, or end-of-week priority status.

Prioritize work requests and documents allowing for time changes and other high priority requests.

Assign work requests to work stations.

Evaluate number of documents to be completed according to established time limits per document.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 03 EVALUATION

	ITEMS TO BE EVALUATED	Rating Acceptable	Unacceptable
1.	Estimated the number of immediate, end-of-day, and end-of-week priority status.	_____	_____
2.	Prioritized requests and documents.	_____	_____
3.	Assigned work requests to work stations.	_____	_____
4.	Revised daily schedule of documents to accommodate status of work requests.	_____	_____

SUPERVISING AND IMPLEMENTING

DUTY: SUPERVISING AND IMPLEMENTING

PERFORMANCE OBJECTIVE V-TECS 04

TASK: Orient new employees.

CONDITIONS: Specific office regulations, an outline of duties and tasks required of the position, and the arrival of a new employee.

STANDARD: The new employee must be oriented to the regulations and policies so that the new employee knows what is expected of him/her and what he/she may expect of the employer.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Greet the new employees.
2. Make introductions.
3. Discuss office regulations and employee responsibilities concerning such items as the chain of supervision, completion of time sheets, maintenance of security, compliance with personnel department's processing procedures, and the receipt of employee benefits.
4. Outline specific duties and typical tasks associated with the position.
5. Answer any specific questions from new employees.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to communicate effectively.

RESOURCES

Casady. **Word Processing Concepts**, pp. 117-140.

TEACHING ACTIVITIES

1. Discuss criteria for new employees.
2. Explain procedures for new employee selection, hiring, and performance expectations of new employees.
3. Describe employer's and employee's responsibilities and expectations of each other.
4. Demonstrate techniques for greeting a new employee and the proper ways to make introductions.

PERFORMANCE OBJECTIVE V-TECS 04

Teaching Activities Continued

5. Establish topics covered during the interview such as: regulations and responsibilities, chain of supervision, completion of time sheet, maintenance of security, compliance with personnel department's procedures, receipt of employee benefits, and specific duties and typical tasks associated with the position; and answer any questions from new employee.
6. Discuss topics brought up by new employee(s).

CRITERION REFERENCED MEASURE

Practical Application

Given an interview role playing situation, exhibit the correct techniques to orient new employees.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 04 EVALUATION

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Greeted the new employee properly.	_____	_____
2.	Introduced the new employee properly.	_____	_____
3.	Described the duties of the employer and employee and their expectations of each other.	_____	_____
4.	Explained the company's regulations and procedures, completion of time sheets, security, employee benefits, etc.	_____	_____
5.	Described the employee's duties and tasks with definitions of work required in the position.	_____	_____
6.	Answered correctly any employee's additional questions.	_____	_____

DUTY: SUPERVISING AND IMPLEMENTING

PERFORMANCE OBJECTIVE V-TECS 05

TASK: Demonstrate equipment use.

CONDITION: A piece of equipment, its operations manual, and participants to view the demonstration.

STANDARD: The use of the equipment must be demonstrated so that each feature is in accordance with operations manual instructions and so that no safety regulations are violated.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review the operations manual.
2. Test run equipment.
3. Determine appropriate time and location for demonstration and notify participants.
4. Assemble required equipment, materials, and supplies.
5. Name the parts of the equipment for the participants.
6. Demonstrate the safe use of each feature.
7. Discuss safety precautions pertaining to normal operating procedures.
8. Demonstrate the complete sequence of steps in performance of typical operations.
9. Discuss the use of the operations manual for unusual procedures or troubleshooting strategies.
10. Answer any questions.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make mathematical computations.
Ability to communicate effectively.

RESOURCES

Operator's manual for available equipment.

Safety Tips for the Business Setting.

PERFORMANCE OBJECTIVE V-TECS 05

TEACHING ACTIVITIES

1. Discuss the equipment selected for instruction.
2. Review the operations manual.
3. Identify the parts of the machine and demonstrate the typical operations of each part of the equipment.
4. Discuss safety precautions pertaining to the operation of the machine.
5. Explain the use of the operations manual to solve unusual problems or troubleshoot operational problems.

CRITERION REFERENCED MEASURE

Practical Application

Complete a written equipment test.

1. Define operational commands, keys, and functions.
2. Utilize operations manual to find procedures to correct unusual problems.
3. Describe safety procedures for using equipment.

Given an equipment demonstration role playing situation, exhibit the correct techniques to demonstrate one type of equipment's use to participants.

Method of Evaluation

The written equipment test must be completed with 85 percent accuracy.

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 05 EVALUATION

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Assembled correctly participants, equipment, materials, and supplies.	_____	_____
2.	Identified correctly the equipment selected for explanation.	_____	_____
3.	Identified correctly the parts of the machine.	_____	_____
4.	Correctly demonstrated typical operations on the equipment.	_____	_____
5.	Identified safety precautions.	_____	_____
6.	Answered questions of the participants.	_____	_____

DUTY: SUPERVISING AND IMPLEMENTING

PERFORMANCE OBJECTIVE V-TECS 06

TASK: Explain office procedures.

CONDITIONS: An established office procedure and participants for the explanation.

STANDARD: The procedure must be so that all steps are shown in their proper sequence and the range of safe and acceptable executions of each step is explained.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review the office procedures for accuracy, safety and timeliness.
2. Note safety concerns to be emphasized.
3. Assemble equipment, materials and supplies.
4. Explain each step in sequence.
5. Establish indicator of successful performance of each step, emphasizing safety factors.
6. Answer any questions.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Casady. **Word Processing Concepts**, pp. 117-140.

Oliverio and Pasewark. **Secretarial Office Procedures**, pp. 536-584.

TEACHING ACTIVITIES

1. Select an office procedure for explanation.
2. Explain the necessity of accuracy, safety, and timeliness.
3. Identify safety concerns.
4. Discuss a procedure sequentially.
5. Identify successful performance standards using safety factors.
6. Answer any questions.

PERFORMANCE OBJECTIVE V-TECS 06

CRITERION REFERENCED MEASURE

Practical Application

Given a role playing situation to explain office procedures, exhibit the correct techniques to explain office procedures.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 06 EVALUATION

EXPLAIN OFFICE PROCEDURES

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Correctly assembled the participants and materials.	_____	_____
2.	Identified the office procedures selected for explanation.	_____	_____
3.	Discussed the necessity, justification, safety, and timeliness of this procedure.	_____	_____
4.	Explained correctly safety concerns and precautions.	_____	_____
5.	Described sequentially the office procedure.	_____	_____
6.	Answered correctly any questions of the participants.	_____	_____

DUTY: SUPERVISING AND IMPLEMENTING

PERFORMANCE OBJECTIVE V-TECS 07

TASK: Interview applicant for employment.

CONDITIONS: A job description, the completed application, and the prospective employee.

STANDARD: The interview must clarify ambiguities in the applicant's education and experience information, assess attitudes toward work, level of interest in the position, general appearance, and verbal communication skill so as to make possible a fully rationalized guess as to the applicant's probable success on the job.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review application information and job description.
2. Provide the candidate with an overview of the department's functions.
3. Discuss how the position fits into the department's structure.
4. Review the job description and requirements.
5. Discuss any discrepancies between the job requirements and the applicant's ability to perform similar tasks as witnessed by past work experience or education.
6. Test for typing/transcription proficiency.
7. Assess applicant's enthusiasm for the job.
8. Rate applicant's skills relative to the requirements for the job.
9. Estimate applicant's probable success on the job.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.

RESOURCES

Oliverio and Pasewark, **Secretarial Office Procedures**, pp. 536-584.

Job Seeking Skills.

Job Keeping Skills.

Stewart, Marie M., et al. **Business English and Communication**. Sixth edition.

PERFORMANCE OBJECTIVE V-TECS 07

TEACHING ACTIVITIES

1. Identify the steps to complete a successful application series which include: selecting the job to apply for, completing an application form and resume, asking for an interview, writing letters of application, writing a note thanking the interviewer for the interview, and writing a letter accepting the position.
2. Discuss each step in the application process and explain its successful preparation.
3. Exhibit a job description and explain its purpose.
4. Display a resume and explain its purpose.
5. Discuss the purpose of the interview to include reviewing the application form and resume—finding discrepancies (if any) in the applicant's education and experience information.
6. Exhibit procedures for administering typing/transcription proficiency tests.
7. Have each student administer the typing/transcription tests and grammar tests.

CRITERION REFERENCED MEASURE

Practical Application

Given a job interview role playing situation, display the correct techniques to interview an applicant for employment.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

An alternative method of critiquing the mock interview would be video taping.

CHECKLIST FOR PERFORMANCE OBJECTIVE 07 EVALUATION

INTERVIEW APPLICANT FOR EMPLOYMENT

	ITEMS TO BE EVALUATED	Rating: Acceptable	Unacceptable
1.	Asked appropriate questions about application and/or resume.	_____	_____
2.	Explained job description and qualifications.	_____	_____
3.	Explained company employee benefits.	_____	_____
4.	Explained pay scales.	_____	_____
5.	Answered applicant's questions.	_____	_____
6.	Explained the company's procedures, requirements, job description and qualifications, pay scale, and the job's position in the company.	_____	_____

PERFORMING CLERICAL ACTIVITIES

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 08

TASK: Schedule maintenance of office equipment.

CONDITIONS: A list of the equipment on hand, maintenance contracts, and owner's manuals.

STANDARD: Maintenance must be scheduled so that performance of the equipment according to manufacturer's specifications is upheld while interruption of the normal work flow on the equipment is minimized.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review the manufacturer's instructions for maintenance of the equipment.
2. Review maintenance contracts for routine maintenance intervals and down-time requirements.
3. Schedule service for times when work calendar allows for least conflict with production deadlines.
4. Determine if other than routine service is needed.
5. Call manufacturer's service representative for estimate of any additional down-time requirements.
6. Adjust schedule to accommodate additional service time.
7. Confirm scheduled maintenance time with service representative.
8. Post schedule.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.

RESOURCES

Operator's Manual

Equipment Reference Guide

Equipment Problem Determination Guide

PERFORMANCE OBJECTIVE V-TECS 08

TEACHING ACTIVITIES

1. Discuss the effects of down-time on the production of documents.
2. Explain the reasons for and against having maintenance contracts.
3. Invite vendors to discuss the importance of equipment maintenance.
4. Demonstrate the procedures for running diagnostic tests on word processing equipment.
5. Distribute a list of maintenance conditions, including the following information, and have students to develop a maintenance form.
   a. type of machine
   b. serial/access number
   c. date and time of down equipment
   d. service request number
   e. user of equipment
   f. description of technical difficulty
6. Have students complete maintenance forms.

CRITERION REFERENCED MEASURE

Practical Application

Given a maintenance form, equipment list and owner's manual, complete a maintenance form and schedule repair or maintenance of equipment.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 08 EVALUATION

SCHEDULE MAINTENANCE OF OFFICE EQUIPMENT

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Completed maintenance form which included the following:		
	a. Type of machine	_____	_____
	b. Serial/access number	_____	_____
	c. Date and time of down equipment	_____	_____
	d. Service request number	_____	_____
	e. User of equipment	_____	_____
	f. Description of technical difficulty.	_____	_____
2.	Scheduled repair or maintenance of equipment.	_____	_____

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 09

TASK: Keep classified or confidential file materials secure.

CONDITIONS: Classified or confidential materials, the name of personnel allowed access to the files, a locking file cabinet, and a filing system.

STANDARD: Classified materials must be distributed only to authorized personnel, records must be kept on the distribution of the materials, and logged in materials must be inspected for completeness, returned to the file, and secured.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. List personnel authorized to use classified files in a log book.
2. Log out classified materials only to personnel on the list.
3. Inspect returned materials to ensure completeness.
4. Log in returned classified materials.
5. Lock returned classified or confidential materials in the file.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to communicate effectively.
Ability to make logical decisions.

RESOURCES

Today's Office. **"Locking Up Your Information Assets."** April, 1985, pp. 22-32.

TEACHING ACTIVITIES

1. Invite office manager of law firm to discuss procedures for maintaining classified and confidential material.
2. Demonstrate the procedure for duplicating documents and diskettes.
3. Discuss ways in which materials could be distributed to authorized personnel.
4. Discuss reasons why there is a need for materials to be kept classified or confidential.
5. Demonstrate preparation of a log sheet for recording classified materials.

PERFORMANCE OBJECTIVE V-TECS 09

CRITERION REFERENCED MEASURE

Practical Application

Given a log sheet and pertinent information, the student will complete a log sheet.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 09 EVALUATION

PREPARING LOG SHEET

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Listed authorized personnel to use classified files in log book/sheet.	_____	_____
2.	Recorded date and name of personnel logging out classified material.	_____	_____
3.	Indicated date of return.	_____	_____
4.	Inspected returned material for completeness.	_____	_____
5.	Logged in returned classified material.	_____	_____
6.	Locked or secured returned classified material in proper area.	_____	_____

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 10

TASK: Establish subject filing system.

CONDITIONS: Materials to be filed by subject, a typewriter, file cards, labels and manila folders.

STANDARD: The established filing system must allow for accessing of all materials through the subject cross-reference card file.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Determine categories into which materials will be filed.
2. Sort materials into file categories.
3. Label manila folders as to subjects/categories.
4. Place labeled folders in drawers.
5. Type each subject/category onto a file card.
6. List on each file card cross-references and associated subjects.
7. File cards.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Bassett, et al. **Business Records Control**, 5th ed., pp. 129-142.

TEACHING ACTIVITIES

1. Explain the rules for filing by subject.
2. Give definitions for the following terms: inspecting, coding, cross-reference, sorting, primary guides, special guides, individual folders.
3. Illustrate the proper use of file folders, labels, primary and secondary guides.
4. Discuss when a cross-reference should be prepared in subject filing.
5. Demonstrate how materials are placed in a subject correspondence folder.

PERFORMANCE OBJECTIVE V-TECS 10

CRITERION REFERENCED MEASURE

Practical Application

The files in the office of the Villa Restaurant need to be arranged. Place the following in the correct order according to primary guides, secondary guides, and individual folders.

Captions for primary guides:	Restaurant equipment
	Food Suppliers
	Employee Relations
Captions for secondary guides:	Furniture
	Kitchen equipment
	Personnel work applications
	Tax forms
	Wage Earning Records
Captions for individual folders:	Food Service, Inc.
	Columbia Restaurant Furniture Company
	Biggers Brothers Foods
	PYA Food Suppliers
	Beatrice Foods
	Southeastern Kitchen Supplies, Inc.

Method of Evaluation

The filing form must be completed accurately.

PERFORMANCE OBJECTIVE V-TECS 10

FILING FORM (Student Work Sheet)

Primary Guides	Secondary Guides	Individual Folders
_____	_____	_____
	_____	_____
	_____	_____
		_____
_____	_____	_____
	_____	_____
	_____	_____
		_____
_____	_____	_____
	_____	_____
	_____	_____
		_____

ANSWER KEY
V-TECS 10

Primary Guides	Secondary Guides	Individual Folders
Employee Relations	Personnel Work Applications	
	Tax forms	
	Wage Earning Records	
Food Suppliers		Beatrice Foods
		Biggers Brothers Food
		Food Service Inc.
		PYA Food Supplies
Restaurant Equipment	Furniture	Columbia Restaurant
		Furniture Company
	Kitchen equipment	Southeastern Kitchen Supplies, Inc

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 11

TASK: Establish alphabetical filing system.

CONDITIONS: Materials classified as to subject/name, manila folders, labels, A-Z file guides, a typewriter and a file drawer.

STANDARD: Upon establishment of an alphabetical filing system, the subject/name must be placed on each label and the folders must be placed in the drawer behind the appropriate file guide.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Assemble items to be filed.
2. Review documents.
3. Label manila folders as to subject name.
4. Insert A-Z file guides in file drawer.
5. File folders alphabetically.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make logical decisions.

RESOURCES

Bassett, et al. **Business Records Control,** 5th ed., pp. 14-34.

TEACHING ACTIVITIES

1. Explain the alphabetical rules for filing personal and business names.
2. Explain the process of coding names of individuals and business names.
3. Demonstrate the proper use of guides, file folders, and labels.
4. Describe the difference between a vertical filing cabinet and a lateral filing cabinet.
5. Show the correct arrangement of information in a file folder.
6. Demonstrate inserting manila folders in a file drawer.

PERFORMANCE OBJECTIVE V-TECS 11

CRITERION REFERENCED MEASURE

Practical Application

Write the correct order in which each of the names within the following groups of three would be arranged in the alphabetical file.

1. (a) Bill R. Kimura (b) William A. Kimura (c) Wm. Kimura and Sons
2. (a) Ms. Penny S. Canton (b) Ms. Canton's Bakery (c) Ms. Charles A. Canton
3. (a) Maj. Jack W. Edwards (b) Maj. Jack's Investment Service (c) Major Motor Repairs

Answer Key
1. a, b, c
2. c, a, b
3. a, b, c

Given a typewriter, manila folders, labels A-Z file guides, filing cabinet and ten names, students will: type names on labels; place labels on file folders; and place folders in drawer behind appropriate file guide.

Method of Evaluation

Manila folders will be placed accurately behind appropriate file guides.

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 12

TASK: Establish numerical filing system.

CONDITIONS: A set of numerically classified materials, manila folders, a typewriter, labels, and file cards.

STANDARD: The established filing system must allow for accessing of all materials through the number/subject cross-reference card file.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Assemble items to be filed.
2. Review documents.
3. Label manila folders as to number.
4. Place folders numerically into drawers.
5. Type the number of each folder onto a file card and add pertinent subject information to each card.
6. File cards alphabetically as to subject.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.
Ability to count and compare numbers.

RESOURCES:

Bassett, et al. **Business Records Control**, 5th ed., pp. 143-164.

TEACHING ACTIVITIES

1. Explain the numeric rules for filing.
2. Illustrate the proper use of file folders and labels.
3. Compare the difference among the consecutive, terminal digit and middle digit sequence filing system.
4. Show how to set up a numeric card file.
5. List the advantages and disadvantages of the numeric filing system.
6. Explain the relationship between a numeric filing system and a corresponding alphabetic support system.

PERFORMANCE OBJECTIVE V-TECS 12

CRITERION REFERENCED MEASURE

Practical Application

1. Arrange the following numbers in straight numeric order.
   08-24-12
   28-40-12
   08-24-01
   12-44-01
   08-44-02

2. Arrange the following numbers in terminal digit order.
   44-50-14
   21-35-13
   50-54-14
   50-35-13
   21-39-14

3. Arrange the following names in alphabetical order. Write only the number which has been assigned to each name.
   a. 801—Dancer Ski Resort
   b. 802—Albert J. Dancer
   c. 803—A-1 Box Company
   d. 804—DuVal's Collection Association
   e. 805—A & D Towing Company

Method of Evaluation

All problems must be answered with 100 percent accuracy.

PERFORMANCE OBJECTIVE V-TECS 12

FILING FORM (Student Work Sheet)

1. _____
   _____
   _____
   _____
   _____
2. _____
   _____
   _____
   _____
   _____
3. a. _____
   b. _____
   c. _____
   d. _____
   e. _____

PERFORMANCE OBJECTIVE V-TECS 12

Answer Key

1. 08-24-01
   08-24-12
   08-44-02
   12-44-01
   28-40-12

2. 21-35-13
   50-35-13
   21-39-14
   44-50-14
   50-54-14

3. e-805
   c-803
   b-802
   a-801
   d-804

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 14

TASK: Paste up materials to be printed.

CONDITIONS: Selected textual material and illustrations, rubber cement, scissors and correcting fluid.

STANDARD: Materials must be pasted up with alignment parallel to edges of paper so that materials will reproduce blemish-free.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Assemble material.
2. Cut and trim materials to be inserted in layout.
3. Position materials.
4. Apply rubber cement to back of materials.
5. Insert and align.
6. Remove excess rubber cement.
7. Remove any extraneous marks.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Crawford, Erickson, Beaumont, Robinson, Ownby. **Century 21 Typewriting**, 3rd. edition. Cincinnati: South-Western Publishing Co., 1982, pp. 444-446.

TEACHING ACTIVITIES

1. Invite guest speaker from newspaper to discuss the role of office automation and how it affects the layout of newspapers.
2. Demonstrate right-margin justification.
3. Have the students type paragraphs with right-margin justification.
4. Discuss how to cut and paste articles, pictures, etc. for displaying on paper.
5. Demonstrate applying rubber cement to back of materials, removing excess cement when applied to layout.

PERFORMANCE OBJECTIVE V-TECS 14

CRITERION REFERENCED MEASURE

Practical Application

Develop a one page layout that describes and displays the proper dress for today's office. The student is to use standard-sized typing paper.

Method of Evaluation

Observations by instructor, using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 14 EVALUATION

PASTE UP MATERIALS TO BE PRINTED

	ITEMS TO BE EVALUATED	Rating: Acceptable	Unacceptable
1.	Cut and trimmed all materials to be inserted in layout.	_____	_____
2.	Positioned materials neatly on paper.	_____	_____
3.	Removed excess glue.	_____	_____
4.	Removed extraneous marks.	_____	_____
5.	Aligned right margin.	_____	_____
6.	Produced blemish-free copy.	_____	_____
7.	Displayed appropriate pictures.	_____	_____

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 15

TASK: Update procedural manuals.

CONDITIONS: A procedural manual, replacement pages, and instructions.

STANDARD: Out-of-date pages must be replaced with up-to-date ones so that the manual contains the most recent information and remains consistent with intended company policy.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Read instructions.
2. Remove and discard outdated page(s) from manual.
3. Replace with up-to-date page(s).
4. File or destroy instruction sheet.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Mona Casady, **Word/Information Processing Concepts**, 2nd ed., pp. 140-141.

TEACHING ACTIVITIES

1. Compare the duties and responsibilities of office workers including originators, administrative secretaries, correspondence secretaries, and supervisors.
2. Explain the purpose of procedural manuals as a technique for control.
3. Discuss the different types and designs of procedural manuals.
4. Distribute a sample table of contents from a procedural manual and discuss each section.
5. Discuss the importance of keeping a procedural manual up to date.
6. Have the students assemble a procedural manual for the word processing class.
7. Have the students update a procedural manual by inserting up-to-date page(s) and discarding outdated page(s).

PERFORMANCE OBJECTIVE V-TECS 15

CRITERION REFERENCED MEASURE

Practical Application

Update a procedural manual using a procedural manual, replacement pages, and instructions provided by the instructor.

Method of Evaluation

Observation by the instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 15 EVALUATION

UPDATE PROCEDURAL MANUALS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Read instruction sheet.	_____	_____
2.	Removed outdated pages from manual and discarded according to company policy.	_____	_____
3.	Replaced outdated pages with up-to-date pages.	_____	_____
4.	Filed or destroyed the instruction sheet.	_____	_____

DUTY: PERFORMING CLERICAL ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 16

TASK: Compose a business letter.

CONDITIONS: The name and address of the correspondent, the specific facts and ideas to be communicated, the salutation, the way in which the originator of the letter is to be identified, and the identity of any enclosure to be mentioned.

STANDARD: The letter must state all information precisely, without grammatical or spelling errors, and must be in acceptable business letter format.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Determine appropriate letter format.
2. Assemble the enclosures and other reference materials.
3. Outline information to be communicated.
4. Compose the letter so as to include an introductory sentence, a statement of the message, supporting details, and a statement of desired action.
5. Proofread and revise as necessary.
6. Prepare final copy.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.
Ability to use English grammatical skills.

RESOURCES

Oliverio and Pasewark, **Secretarial Office Procedures**, pp. 70-134.
Stewart, Blockhus, Reigel, Schroeder, **Office Procedures**, pp. 216-235.

TEACHING ACTIVITIES

1. Review the parts of the business letter.
2. Discuss the different types of business stationery.
3. Using an overhead projector and transparencies, illustrate letter styles.
4. Stress that letter format in word processing follows the procedures manual (usually 6" line block style).
5. Discuss the logical organization of the message of a business letter.

PERFORMANCE OBJECTIVE V-TECS 16

Teaching Activities Continued

6. Distribute a letter to be answered and have the students construct an outline listing the facts and ideas to be communicated.
7. Distribute sample business letters and have the students identify the introductory sentence, the statement of the message, supporting details, and the statement of desired action.
8. Discuss the types of references that may be used in composing business letters.
9. Distribute the name and address of the correspondent, the specific facts and ideas to be communicated, the salutation, the way in which the originator of the letter is to be identified, and the identities of any enclosures; then assign students to compose a business letter.

CRITERION REFERENCED MEASURE

Practical Application

The student will compose and type a business letter given specific facts and ideas, the salutation, identity of the originator and identity of enclosures.

Method of Evaluation

Observation by the instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 16 EVALUATION

COMPOSING A BUSINESS LETTER

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Selected the appropriate letter format.	_____	_____
2.	Assembled enclosures and other reference materials properly.	_____	_____
3.	Included in the letter an introductory sentence, a statement of the message, supporting details, and a statement of desired action.	_____	_____
4.	Produced a mailable letter (without error).	_____	_____

PERFORMING MAIL-HANDLING ACTIVITIES

DUTY: PERFORMING MAIL-HANDLING ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 17

TASK: Process outgoing mail.

CONDITIONS: Previously addressed envelopes, the accompanying correspondence, and a postage scale.

STANDARD: All correspondence must be in the correct envelope, sealed, and have correct postage affixed.

SOURCE FOR STANDARD
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Confirm that the address on the envelope matches that on the correspondence to be inserted.
2. Check that all enclosures are together with the correspondence.
3. Fold the mail to fit the envelope.
4. Insert mail in envelope.
5. Seal the envelope.
6. Weigh the sealed envelope.
7. Affix the required postage on the envelope.
8. Deposit mail in designated location.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Oliverio and Pasewark, **Secretarial Office Procedures**, pp. 238-260.

Stewart, Blockhus, Reigel, Schroeder, **Office Procedures**, pp. 101-109.

TEACHING ACTIVITIES

1. Demonstrate folding and inserting letters in envelopes.
2. Demonstrate sealing envelopes.
3. Explain the purpose of the ZIP Code.
4. Discuss the different types of postage.
5. Demonstrate how stamps are affixed.
6. Demonstrate how to weigh letters on a postal scale.

PERFORMANCE OBJECTIVE V-TECS 17

Teaching Activities Continued

7. Explain the different types of domestic mail.
8. Discuss special postal services.
9. Discuss ways to speed the processing of outgoing volume mail.

CRITERION REFERENCED MEASURE

Practical Application

Process outgoing mail using previously addressed envelopes, the accompanying correspondence, and a postal scale provided by the instructor.

Method of Evaluation

Observation by the instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 17 EVALUATION

PROCESS OUTGOING MAIL

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Matched the address on the envelope with the address on the inserted correspondence.	_____	_____
2.	Placed together all enclosures that went with the correspondence.	_____	_____
3.	Folded the correspondence to fit the envelope.	_____	_____
4.	Inserted correspondence in the envelope properly.	_____	_____
5.	Sealed the envelope properly.	_____	_____
6.	Weighed the envelope properly.	_____	_____
7.	Affixed the required postage to the envelope.	_____	_____
8.	Deposited the mail in the designated location.	_____	_____

PERFORMING TRANSCRIPTION ACTIVITIES

DUTY: PERFORMING TRANSCRIPTION ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 18

TASK: Transcribe from recorded media.

CONDITIONS: A transcribing machine, recorded typing instructions and dictation, and a word processing unit or typewriter.

STANDARD: The copy must conform to the typing instructions, convey the intended content, and be returned to the originator on schedule.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Adjust volume, tone, and speed controls on transcription machine.
2. Scan transcription to determine length of copy and for any special typing instructions.
3. Prepare for input of copy on disk by turning on, programming, and inserting recording disk into the word processing unit.*
4. Provide index/reference information on disk.
5. Access location on disk where copy will be recorded.
6. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print copy.
7. Keyboard dictation and proofread copy on display.
8. Revise and print.
9. Store/delete copy on disk as specified in instructions.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make logical decisions.

RESOURCES

Cornelia, Pasewark, **Office Machines Course**, 5th ed., pp. 169-185.

Mona Casady, **Word/Information Processing Concepts**, 2nd ed., pp. 62-68.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 18

TEACHING ACTIVITIES

1. Explain the procedure for preparing to transcribe: organization of work area and materials.
2. Review procedure for preparing the transcriber: connecting foot pedal, connecting headset, inserting recording, inserting index slip, operating tone, speed, and volume controls.
3. Demonstrate operation of the transcriber; refer to the machine instructional manual provided by the manufacturer.
4. Review transcribing procedure: listen, stop, transcribe.
5. Review styles and placement for letters, memorandums, and reports.
6. Review procedure for preparing the word processing unit: turning on the unit, programming, inserting recording disk, brightness control for display.
7. Review the word processing unit operation needed for preparing copy: format (setting margins, pitch, line spacing, setting tabs), memory (saving, deleting, and recalling copy) revising copy (insert, delete, erase); and printer operation (refer to machine operation manual provided by manufacturer).
8. Distribute recorded letters, memorandums, reports, and instructions; then have the students transcribe them in mailable form.

CRITERION REFERENCED MEASURE

Practical Application

Given a transcribing unit, recorded typing instructions, dictation, and a word processing unit or typewriter, transcribe from recorded media.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 18 EVALUATION

TRANSCRIBE FROM RECORDED MEDIA

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Scanned transcription to determine length of copy and any special instructions.	_____	_____
2.	Typed or keyboarded recorded dictation.	_____	_____
3.	Proofread copy.	_____	_____
4.	Corrected all errors.	_____	_____
5.	Printed copy according to typing instructions.	_____	_____
6.	Returned copy to instructor for approval.	_____	_____
7.	Stored or erased (deleted) copy as specified in instructions.	_____	_____

PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 19

TASK: Change cartridge ribbon on word processing unit.*

CONDITIONS: A word processing unit and a replacement ribbon cartridge.

STANDARD: The used cartridge ribbon must be removed and replaced with a new ribbon following manufacturer's instructions. The new ribbon should be installed so that it does not bind or crimp and it allows the printer to generate legible copy.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Read specific instructions for changing ribbon.
2. Move printer head to center of carriage.
3. Remove old ribbon cartridge.
4. Insert new cartridge.
5. Advance past nonprint portion of ribbon.
6. Test for proper printing.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.

RESOURCES

Mona Casady, **Word/Information Processing Concepts,** 2nd ed., pp. 88-90.

TEACHING ACTIVITIES

1. Discuss different types of printing devices: impact printer, nonimpact printer.
2. Distribute a copy of the operator's manual and have the students read the instructions for replacing the ribbon.
3. Demonstrate changing the cartridge ribbon.
4. Have the students change the cartridge ribbon.
5. Have the students test the printer for proper printing.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 19

CRITERION REFERENCED MEASURE

Practical Application

Change the cartridge ribbon on word processing unit with a new ribbon following directions provided by the instructor.

Method of Evaluation

Observation by instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 19 EVALUATION

CHANGE CARTRIDGE RIBBON ON A WORD PROCESSING UNIT

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Moved the printer head to the center of the carriage, if applicable.	_____	_____
2.	Removed the old ribbon cartridge.	_____	_____
3.	Inserted the new ribbon cartridge.	_____	_____
4.	Advanced the ribbon past nonprint portion.	_____	_____
5.	Tested the unit for proper printing.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 20

TASK: Keep record of work production.

CONDITIONS: A work production record form and a week of keyboarding activity.

STANDARD: An accurate line count for each job must be taken so that a weekly work production record of total lines produced is maintained.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Fill in name of originator, date, time in, time out, elapsed time, and enter the number of lines in the correct column on the work production record.
2. Take a line count of each printed job.
3. Subtotal each column and tabulate a grand total for all columns at the end of the week.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make mathematical computations.

RESOURCES

Mona Casady, **Word/Information Processing Concepts**, 2nd ed., pp. 119-140.

TEACHING ACTIVITIES

1. Discuss different types of work production record forms such as total lines produced, words per minute or time spent on document.
2. Discuss the purpose of logging work as a technique of control.
3. Discuss the advantages of measuring production and setting standards.
4. Discuss the methods of measuring production.
5. Explain why priorities are established.
6. Discuss scheduling turnaround.
7. Distribute a typed document and have the students count the lines of type.
8. Discuss the turnaround time required for different types of documents: original dictation, prerecorded document, rough draft.
9. Distribute a log sheet and have the students produce and log work from a prerecorded document, original dictation, and a rough draft.

PERFORMANCE OBJECTIVE V-TECS 20

CRITERION REFERENCED MEASURE

Practical Application

Keep a record of work production for a week of keyboarding activities using a log sheet provided by the instructor.

Method of Evaluation

Observation by the instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 20 EVALUATION

KEEP RECORD OF WORK PRODUCTION

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Recorded the name of the originator, date, time in, time out, and elapsed time in the appropriate columns on the work production record.	_____	_____
2.	Counted number of lines for each activity.	_____	_____
3.	Recorded a line count of each printed activity.	_____	_____
4.	Subtotaled each column.	_____	_____
5.	Tabulated all columns at the end of the week and recorded grand total.	_____	_____

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PERFORMANCE OBJECTIVE V-TECS 20
SAMPLE WORK PRODUCTION RECORD FORM

WORD PROCESSING LOG

Date: _____ Name: _____ Title: _____

(1) Word Originator's Name	(2) Department	(3) Time In	(4) Type of Document	(5) Input Form	(6) Line Count	(7) Time Out	(8) Total Minutes

Type of Document

L Letter
M Memorandum
R Report
O Other

Input Form

D Dictated
H Handwritten draft
F Form letter
R Revised copy

Total Lines Typed _____

Total Production Minutes _____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 21

TASK: Keyboard addresses into a master mailing list.

CONDITIONS: A word processing unit,* a prerecorded master line, and at least ten additions or corrections.

STANDARD: Addresses and corrections must be keyboarded into the master mailing list and must reflect current data.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review information to be put on to mailing list for inconsistencies or ambiguities.
2. Prepare for input of new information on mailing list by turning on, programming, and inserting appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Access location of mailing list on disk.
5. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of copy.
6. Keyboard information.
7. Proofread and revise as needed.
8. Store mailing list on disk.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make logical decisions.

RESOURCES

Mona Casady, **Word Processing Concepts**, pp. 79-81 and pp. 97-110.

TEACHING ACTIVITIES

1. Demonstrate word processing operation needed for creating and revising a master mailing list: format (margins, pitch, line spacing, tabs); memory (saving, deleting, and retrieving copy); revising copy (insert, delete); refer to machine operation manual provided by the manufacturer.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 21

Teaching Activities Continued

2. Discuss merging capabilities of a word processing unit.
3. Distribute a mailing list and have the students keyboard and save the list on a word processing unit.
4. Discuss how various types of companies and agencies would benefit from the use of merging master mailing lists with format letters.
5. Distribute a list of corrections, deletions, and additions to a recorded mailing list and have the students keyboard the revisions.

CRITERION REFERENCED MEASURE

Practical Application

Keyboard addresses into a master mailing list on a word processing unit using a prerecorded master list with additions or corrections provided by the instructor.

Method of Evaluation

Observation by the instructor using the performance guide and the checklist. All items must be rated acceptable.

CHECKLIST FOR PERFORMANCE OBJECTIVE 21 EVALUATION

KEYBOARD ADDRESSES INTO A MASTER MAILING LIST

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Reviewed information to be put on to mailing list for inconsistencies or ambiguities.	_____	_____
2.	Prepared the word processing unit properly for input of new information on mailing list by turning on, programming, and inserting appropriate disk.	_____	_____
3.	Accessed location of mailing list on disk.	_____	_____
4.	Adjusted set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of copy.	_____	_____
5.	Keyboarded the information properly.	_____	_____
6.	Proofread and revised copy, as needed.	_____	_____
7.	Stored the mailing list on disk.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 22

TASK: Play out addresses onto mailing media.

CONDITIONS: A word processing unit,* a prerecorded mailing list, mailing media, and a list of desired recipients.

STANDARD: The media must be produced in mailable form so that the address is legible, and no smudges or extraneous marks are present.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Prepare for printing of addresses from disk by turning on, programming, and inserting appropriate disk into the word processing unit.
2. Provide index/reference information on disk.
3. Access location of mailing list on disk.
4. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for printing of addresses.
5. Insert mailing media into printer unit.
6. Select and print address.

ENABLING OBJECTIVE(S)

Ability to follow directions.

RESOURCES

Rosen, Arnold & William Hubbard. **Word Processing Keyboarding Applications and Exercises**, pp. 122-124.

TEACHING ACTIVITIES

1. Review the start up procedures for the word processing unit.
2. Explain and demonstrate the steps in locating the prerecorded mailing list on the diskette.
3. Adjust word processing unit to provide desired margins, pitch, and spacing for printing.
4. Review the steps for inserting various media into the printer unit.
5. Play out selected mailing list onto post cards.
6. Play out mailing list on #10 envelopes.
7. Play out mailing list onto label sheets.
8. Merge the addresses on the mailing list with a standard letter.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 22

CRITERION REFERENCED MEASURE

Practical Application

Students will play out mailing list on post cards.

Method of Evaluation

Instructor will verify that the addresses on the post cards are legible and contain no smudges or extraneous marks.

PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 23

TASK: Keyboard reports.

CONDITIONS: A word processing unit,* a draft copy of a report to be typed, and instructions for typing.

STANDARD: The report should be produced utilizing the widest range of automatic functions available on the word processing unit so that the printed copy conforms to the typing instructions, conveys the intended information, has correctly numbered pages, has been proofread and corrected, and is returned to the originator on schedule.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review instructions for typing the report.
2. Turn on, program, and insert appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of the completed report.
5. Keyboard report in continuous typing mode.
6. Insert figures and tables.
7. Merge text.
8. Assemble footnotes.
9. Justify right margin.
10. Paginate report.
11. Proofread and correct using search functions when appropriate.
12. Print report.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Equipment manufacturer's reference guide and operation manual.

Seraydarian, Patricia. **Word Processing Applications for Text Editors**, pp. 27-28.

Meroney, John W. **Word Processing Applications in Practice**, pp. 106-108.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 23

TEACHING ACTIVITIES

1. Distribute and review the instructions for typing the report.
2. Have students follow the procedures for starting up the word processing unit.
3. Provide and locate the reference information on diskette.
4. Verify and set up the machine standards which will be used in typing the report.
5. Review the use of figures and tables—noting preset machine standards.
6. Demonstrate headers and footers used in reports.
7. Demonstrate the procedure used to merge text, move text, and copy text.
8. Have students practice justifying right margins.
9. Demonstrate the procedure used to paginate a report.
10. Discuss with students at least two methods of typing footnotes.
11. Distribute a simple 2-column report to be keyboarded.
12. Assign a partner-student to mark revisions and work together to make revisions.
13. Revise report and print a corrected copy.

CRITERION REFERENCED MEASURE

Practical Application

Given a rough draft report and typing instructions, students will produce a printed report using a word processing unit.

Method of Evaluation

Instructor will verify reports using performance guide and checklist. The report must be of mailable quality.

Test Items

1. True or False: Machine standards must be used when keyboarding reports.
2. True or False: The heading of a report is usually centered.
3. True or False: Reports without column information are usually double-spaced.
4. True or False. Reports are always one page.
5. True or False. A report may include columnar information.

Answers

1. False
2. True
3. True
4. False
5. True

CHECKLIST FOR PERFORMANCE OBJECTIVE 23 EVALUATION

KEYBOARD REPORTS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Turned on and inserted appropriate disk into word processing unit.	_____	_____
2.	Provided index/reference information on disk.	_____	_____
3.	Checked and adjusted set-up of word processing unit (margins, pitch, and spacing).	_____	_____
4.	Keyboarded report.	_____	_____
5.	Paginated report.	_____	_____
6.	Proofread and corrected errors.	_____	_____
7.	Printed report.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 24

TASK: Assemble standardized paragraph correspondence.

CONDITIONS: A word processing unit*, previously recorded standardized paragraphs, and instructions for typing.

STANDARD: The correspondence should be produced with a minimum of keystrokes such that the printed copy conforms to the typing instructions, conveys the intended content, and is returned to the originator on schedule.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review instructions for assembling correspondence.
2. Turn on, program, and insert appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Prepare the instruction list for the selection and ordering of the standardized paragraphs.
5. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of the assembled correspondence.
6. Assemble standardized paragraphs.
7. Add individualizing content as per instructions.
8. Proofread and revise as needed.
9. Print correspondence.

ENABLING OBJECTIVE(S)

Ability to make logical decisions.
Ability to read and to follow directions.

RESOURCES

Popyk, Marilyn K. **Word Processing Essential Concepts**, pp. 37-40.

Brooks, Lloyd. **Consultamation, Inc. Word Processing Practice & Applications**, p. 54-Job 4.

Equipment reference book and operation manual.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 24

TEACHING ACTIVITIES

1. Discuss the use of standardized paragraph correspondence.
2. List some local companies/businesses that might use paragraph correspondence. (Insurance/government/collection agencies, etc.)
3. Explain the use of a list of variables and the paragraph numbers and the process of assembling correspondence.
4. Prepare the word processing unit for typing.
5. Adjust the set-up of the word processing unit and establish the standard format to be used in assembling the correspondence.
6. Locate the stored paragraphs on the diskette.
7. Have students create and print standard correspondence from a list of the variable information.
8. Have students proofread, revise, and print selected correspondence.

CRITERION REFERENCED MEASURE

Practical Application

Given a prerecorded paragraph of information and instructions, the student will assemble and print a document.

Method of Evaluation

The instructor will verify that the document was assembled according to instructions. All items on the checklist must be rated acceptable.

Questions

1. Stored text is referred to as _____.
2. True or False: Stored text reduces dictation time.
3. List some advantages of boilerplate.

Answers

1. Boilerplate.
2. True
3. (1) Any number of stored paragraphs can be used.
   (2) Paragraphs can be arranged in any sequence.
   (3) Can be combined with variables to create a variety of new documents.
   (4) Correspondence can be produced quickly.
   (5) Reduces the principal's time dictating.
   (6) Standardizes correspondence styles and formats.

CHECKLIST FOR PERFORMANCE OBJECTIVE 24 EVALUATION

ASSEMBLE STANDARDIZED PARAGRAPH CORRESPONDENCE

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Turned on and inserted appropriate disk into word processing unit.	_____	_____
2.	Provided index/reference information on disk.	_____	_____
3.	Prepared the instruction list for the selection and ordering of the standardized paragraphs.	_____	_____
4.	Checked and adjusted set-up of word processing unit (margins, pitch, spacing and print instructions).	_____	_____
5.	Assembled standardized paragraphs.	_____	_____
6.	Added individualizing content as per instructions.	_____	_____
7.	Proofread and revised as needed.	_____	_____
8.	Printed correspondence.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 25

TASK: Keyboard correspondence using variable inserts.

CONDITIONS: A word processing unit* and a prerecorded letter with variable insert instructions.

STANDARD: The correspondence should be prepared utilizing the widest range of automatic functions available on the word processing unit so that the printed copy conforms to the typing instructions, contains all the intended information, and is returned to the originator on schedule.

SOURCE FOR STANDARD

Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review variable insert information.
2. Turn on, program, and insert appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of the completed correspondence.
5. Copy prerecorded letter.
6. Insert variable information.
7. Proofread and make corrections.
8. Print final copy.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make logical decisions.

RESOURCES

Rosen, Arnold & William Hubbard. **Word Processing Keyboarding Applications and Exercises**, pp. 77-81.

Mason, Jennie. **Word Processing Skills and Simulations**, pp. 86-88.

Operation manual and reference guide.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 25

TEACHING ACTIVITIES

1. Identify the steps in preparing the text-editor for document creation.
2. Locate the prerecorded letter on the diskette.
3. Discuss the advantages of using a shell letter and variable inserts.
4. List businesses that might frequently use a shell letter with variable inserts.
5. Demonstrate the procedure to determine the point where variable information would be added.
6. Provide a list of variables for three standard letters to be typed.
7. Have students produce a shell (skeleton) letter.
8. Have students keyboard correspondence using a shell (skeleton) letter and variable information.

CRITERION REFERENCED MEASURE

Practical Application

Given a list of available inserts, a prerecorded letter and instructions, the student will create and print documents.

Method of Evaluation

All items on the checklist must be rated acceptable.

Test Items

1. A variable can be (1) an address, (2) a name, (3) an amount, (4) all of these.
2. True or False: Variables change with each letter.
3. True or False: A form letter is used repeatedly.
4. True or False: Stop codes must be used when working with variables and a form letter.
5. Variables can be added to standard text by (A) setting stop codes, B) setting tab stops, (C) using the indent features.

Answers

1. (4)
2. True
3. True
4. True
5. (A)

CHECKLIST FOR PERFORMANCE OBJECTIVE 25 EVALUATION

KEYBOARD CORRESPONDENCE USING VARIABLE INSERTS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Turned on and inserted appropriate disk into word processing unit.	_____	_____
2.	Provided index/reference information on disk.	_____	_____
3.	Checked and adjusted set-up of word processing unit (margins, pitch, spacing and print instructions).	_____	_____
4.	Copied prerecorded letter.	_____	_____
5.	Inserted variable information.	_____	_____
6.	Proofread and made corrections.	_____	_____
7.	Printed final copy.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 26

TASK: Keyboard budgets.

CONDITIONS: A word processing unit,* a draft copy of a budget report, and instructions for typing.

STANDARD: The budget must be keyboarded so that data is presented exactly and in the specified format.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review instructions.
2. Turn on, program, and insert appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Check/adjust set-up of word processing unit to provide desired margins, pitch, and spacing for display and print of the completed report.
5. Set format tabs for columns.
6. Set decimal tabs for figures.
7. Keyboard data.
8. Derive total for figures using calculator function.
9. Proofread and make corrections.
10. Print budget.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.
Ability to use English grammatical skills.

RESOURCES

Rosen, Arnold & William Hubbard. **Word Processing Keyboarding Applications and Exercises**, pp. 94-113.

Equipment operation manual and reference guide.

*The South Carolina Writing Team recommends the use of a typewriter if a word processing unit is not available.

PERFORMANCE OBJECTIVE V-TECS 26

TEACHING ACTIVITIES

1. Adjust text editor to set margins, line length, spacing.
2. Explain the procedure for setting tabs.
3. Demonstrate the setting of standard (flush left) and decimal tabs.
4. Determine the starting line of the problem by centering the problem vertically.
5. Demonstrate procedure for keyboarding column headings.
6. Have students determine points at which column tabs and decimal tabs are to be set for a problem.
7. Keyboard a 2-column budget with whole numbers.
8. Keyboard a 3-column budget using whole numbers and decimal numbers.
9. Print budget.

CRITERION REFERENCED MEASURE

Practical Application

Given a draft copy of a budget report and instructions, the student will format, keyboard and print the document.

Method of Evaluation

All items on the checklist must be rated acceptable.

Test Items

1. True or False: The title of a typed budget report should be centered.
2. True or False: The present tabs must be used when typing budgets.
3. True or False: The decimal tab would align items at the left.
4. True or False: The standard tab setting would align items at the right.

Answers

1. True
2. False
3. False
4. False

CHECKLIST FOR PERFORMANCE OBJECTIVE 26 EVALUATION

KEYBOARD BUDGETS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Turned on and inserted appropriate disk into word processing unit.	_____	_____
2.	Provided index/reference information on disk.	_____	_____
3.	Checked and adjusted set-up of word processing unit (margins, pitch, spacing and print instructions).	_____	_____
4.	Set format tabs for columns.	_____	_____
5.	Set decimal tabs for figures.	_____	_____
6.	Keyboarded data.	_____	_____
7.	Proofread and made corrections.	_____	_____
8.	Printed budget.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 27

TASK: Complete preprinted forms.

CONDITIONS: A word processing unit, a preprinted form, and specified data for completion.

STANDARD: The form should be completed utilizing the widest range of automatic functions available on the word processing unit so that the printed form contains the intended information in the allotted spaces and is returned to the originator on schedule.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Review instructions for completing form and the specified data for completion of the form.
2. Turn on, program, and insert appropriate disk into the word processing unit.
3. Provide index/reference information on disk.
4. Determine line and space for data.
5. Set up form tabs.
6. Keyboard data.
7. Proofread and correct screen display.
8. Insert form into printer.
9. Select and print data onto form.
10. Check printed form for alignment.

ENABLING OBJECTIVE(S)

Ability to read and follow directions.
Ability to make logical decisions.

RESOURCES

Operation manual and reference guide.

TEACHING ACTIVITIES

1. Discuss the advantage of using a preprinted form.
2. Compare the use of a preprinted form and keyboarding the entire form.

PERFORMANCE OBJECTIVE V-TECS 27

Teaching Activities Continued

3. Identify the line spacing and tab settings on the form and set corresponding points on text editor.
4. Explain the procedure for determining tab sets for a preprinted form.
5. Discuss the procedure for adjustments if the form is not aligned properly.
6. Keyboard specified data to be printed out on form.
7. Print out copy and check for accuracy and alignment.

CRITERION REFERENCED MEASURE

Practical Application

Given preprinted forms, specified data, and instructions, the students will prepare and print forms.

Method of Evaluation

The instructor will verify accuracy and alignment of data on preprinted forms. All items on the checklist must be rated acceptable.

Test Items

1. True or False: The use of preprinted forms will reduce the typing time.
2. True or False: Information for a preprinted form must be typed at the left margin.
3. Getting the information in the correct space and on the correct line is (A) centering, (B) aligning, (C) justifying.

Answers

1. True
2. False
3. (B)

CHECKLIST FOR PERFORMANCE OBJECTIVE 27 EVALUATION

COMPLETE PREPRINTED FORMS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Rating: Unacceptable
1.	Reviewed instructions for completing form.	_____	_____
2.	Turned on and inserted appropriate disk into word processing unit.	_____	_____
3.	Provided index/reference information on disk.	_____	_____
4.	Determined line and space for data.	_____	_____
5.	Set up form tabs.	_____	_____
6.	Keyboarded data.	_____	_____
7.	Proofread and corrected screen display.	_____	_____
8.	Inserted form into printer.	_____	_____
9.	Selected and printed data onto form.	_____	_____
10.	Checked printed form for alignment.	_____	_____

DUTY: PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES

PERFORMANCE OBJECTIVE V-TECS 28

TASK: Maintain files of disks.

CONDITIONS: Disks on which material is recorded.

STANDARD: A filing system must be established so that disks can be located when needed and are protected according to manufacturer's specifications.

SOURCE FOR STANDARD:
Maryland V-TECS Word Processing Correspondence Specialist Writing Team.

PERFORMANCE GUIDE

1. Assign a number/letter to each disk.
2. Print a file copy of each disk's index.
3. Place the cross-reference disk number/letter on each printed index sheet.
4. Place disk and file copy in proper sequence in storage file.
   NOTE: Disks have a specified shelf-life and require storage away from magnetic disturbances.

ENABLING OBJECTIVE(S)

Ability to follow directions.
Ability to make logical decisions.

RESOURCES

Christensen, Jane. **Word Processing.** Arco Publishing Co., New York, 1983, pp. 35, 53, 96.

Casady. Mona. **Word/Information Processing Concepts,** 2nd ed., pp. 136-137.

TEACHING ACTIVITIES

1. Identify different coding systems that could be used in setting up a file of diskettes—alpha, subject, date, department, etc.
2. Establish a procedure and rules for protecting diskettes.
3. Discuss the procedure of making back-up diskettes.
4. Complete a stick-on label to identify each diskette.
5. Secure labels and disk storage units.
6. Establish and assign a coding system (number) to each diskette.

PERFORMANCE OBJECTIVE V-TECS 28

Teaching Activities Continued

7. Prepare a cross-reference catalog for the diskettes.
8. Print a copy of diskette's index and include in storage unit.

CRITERION REFERENCED MEASURE

Practical Application

The teacher will establish a classroom filing sytem for data diskettes. Students will file data diskettes at the end of each classroom period according to the established filing/storage procedure.

Method of Evaluation

Periodically, the teacher will verify that the student diskettes are placed in the protective sleeves and filed in proper bins. All items on the checklist must be rated acceptable.

Test Items: True or False

1. In order to store text on a diskette, the document must have a name.
2. Naming documents systematically is important in an office.
3. Important diskettes may need to be duplicated for protection.
4. A document description would be found on the index listing.
5. The only logical way to file diskettes is alphabetically.
6. Each office would have a different filing system.

Answers

1. True
2. True
3. True
4. True
5. False--depends on the company and the situation.
6. False--should be coordinated in Word Processing Center.

CHECKLIST FOR PERFORMANCE OBJECTIVE 28 EVALUATION

MAINTAIN FILES OF DISKS

	ITEMS TO BE EVALUATED	Rating: Acceptable	Unacceptable
1.	Assigned a number/letter to each disk.	_____	_____
2.	Printed a file copy of each disk's index.	_____	_____
3.	Placed the cross-reference disk number/ letter on each printed index sheet.	_____	_____
4.	Placed disk and file copy in proper sequence in storage file.	_____	_____

APPENDICES

APPENDIX A

APPENDIX A
DEFINITION OF TERMS

The following terms are supplied to establish operational definitions as they apply to this study.

CAREER LADDER: A vertical arrangement of jobs within an occupational area to indicate skill distinction and progression.

CATALOG: A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data organized by a job structure or career ladder within a domain of interest.

CONSORTIUM: A group of state agencies, institutions, or other entities which have been legally constituted through letters of commitment, agreements, or by assignment of higher authorities to work together toward the solution of problems in education. A membership from autonomous agencies and institutions which cuts across state boundaries as they attempt to solve problems or meet goals.

D.O.T. CODE: A nine-digit number used to identify a specific job within a given domain.

INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD): A deliberate, orderly process for planning and developing instructional programs which insures that personnel are taught the knowledge, skills, and attitudes essential for successful job performance. Depends on a description and analysis of the tasks necessary for performing the job, objectives, evaluation procedures to determine whether or not the objectives have been reached, and methods for revising the process based on empirical data.

LOGGING: Recording work as it comes in and goes out of a word processing center. The sheet upon which information is recorded is called a log sheet.

OCCUPATIONAL INVENTORY (TASK INVENTORY BOOKLET): A survey instrument containing tasks performed by job incumbents within D.O.T.s complete with background information and a list of tools and equipment.

PLAYOUT: The process of printing keyboarded copy.

PERFORMANCE-BASED INSTRUCTION: Instruction which, when properly designed and applied, results in the learner's demonstration of certain abilities. The desired abilities are selected before the instruction is designed and are clearly defined as observable performance objectives. In V-TECS catalogs, the abilities are primarily psychomotor. This type of instruction is also referred to as competency-based instruction.

PERFORMANCE GUIDE (PG): A series of steps arranged in a sequence ordinarily followed, which when completed, may result in the performance of a task. Also, called "teaching steps."

PRIORITIZE: To arrange or deal with in order of importance.

PROJECT: An occupational domain area selected by a V-TECS member state for catalog development based upon the U.S. Department of Labor's Dictionary of Occupational Titles (D.O.T.).

STATE-OF-THE-ART (SOA STUDY): Research conducted to determine the current status of performance-based instructional materials and practices in the domain area under study and to obtain information that might be useful in catalog development.

TASK: A unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps.

TASK ANALYSIS: A characteristic of a task statement which makes its accomplishments crucial to the acceptable performance of a worker or student. A method of analysis which identifies the critical tasks and aids in determining the consequence of poor performance or lack of performance by a worker or student.

WRITING TEAM: A team of people representing instructors with subject matter expertise, persons having knowledge and experience in developing criterion-referenced measures, local or state supervisors of incumbent workers whose function is to analyze occupational data and develop performance objectives and criterion-referenced measures for specific D.O.T. areas.

APPENDIX B

APPENDIX B

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APPENDIX C

APPENDIX C

DUTIES AND TASKS

Duty/Task		Performance Objective	Page Number
I.	ORGANIZING AND PLANNING		4
	Maintain inventory of office supplies	V-TECS 1	5
	Schedule work flow	V-TECS 3	8
II.	SUPERVISING AND IMPLEMENTING		11
	Orient new employees	V-TECS 4	12
	Demonstrate equipment use	V-TECS 5	15
	Explain office procedures	V-TECS 6	18
	Interview applicant for employment	V-TECS 7	21
III.	PERFORMING CLERICAL ACTIVITIES		24
	Schedule maintenance of office equipment	V-TECS 8	25
	Keep classified or confidential file materials secure	V-TECS 9	28
	Establish subject filing system	V-TECS 10	31
	Establish alphabetical filing system	V-TECS 11	35
	Establish numerical filing system	V-TECS 12	37
	Paste up materials to be printed	V-TECS 14	41
	Update procedural manuals	V-TECS 15	44
	Compose a business letter	V-TECS 16	47
IV.	PERFORMING MAIL-HANDLING ACTIVITIES		50
	Process outgoing mail	V-TECS 17	51
V.	PERFORMING TRANSCRIPTION ACTIVITIES		54
	Transcribe from recorded media	V-TECS 18	55

Duty/Task	Performance Objective	Page Number
VI. PERFORMING KEYBOARDING (TYPEWRITING) ACTIVITIES		58
Change cartridge ribbon on word processing unit	V-TECS 19	59
Keep record of word production	V-TECS 20	62
Keyboard addresses into a master mailing list	V-TECS 21	66
Play out addresses onto mailing media	V-TECS 22	69
Keyboard reports	V-TECS 23	71
Assemble standardized-paragraph correspondence	V-TECS 24	74
Keyboard correspondence using variable inserts	V-TECS 25	77
Keyboard budgets	V-TECS 26	80
Complete preprinted forms	V-TECS 27	83
Maintain files of disks	V-TECS 28	86

APPENDIX D

EQUIPMENT BY PERCENTAGE RATING

Equipment Description	Percentage of Members Using	Number of Members Using
Stapler, Hand	92.97	119
Stapler Remover	92.97	119
Copying Machine, Photocopying, Electrostatic (Xerox, Thermofax)	85.16	109
Telephone	79.69	102
Paper Punch	62.50	80
Transcribing Machines - Cassette, Mag Belt Visible Belt	62.50	80
Dictation Machines, Endless Loop Systems, Phone-In or Remote Systems	60.16	77
Typewriter, Automatic Repetitive (Auto-typist, Robotype, Magnetic Typist)	57.81	74
Typewriter, IBM Selectric	46.09	59
Paper Cutter	42.19	54
Text-Editing Equipment (Lexitron, TY Datas, IBM Memory, Xerox)	39.84	51
Filing Equipment, Index or Card File	39.06	50
Hand (Rubber) Stamp	39.06	50
Adding Machine, Ten Key	33.59	43
Date Stamp, Hand	25.00	32
Telephone, Six-Button (Six Line Answering Service)	22.66	29
Typewriter, Standard Electric	21.88	28
Calculator, Electronic	19.53	25
Filing Equipment, Vertical File	17.97	23
Filing Equipment, Shelf File (Lateral)	16.41	21
Filing Equipment, Upright Visible	16.41	21
Copyholder (Line-A-Time)	14.84	19
Time Stamp Machine	14.84	19
Date Stamp Machine	13.28	17
Paper Shredder	13.28	17
Stapler, Electric	12.50	16
Typewriter, IBM Executive	10.94	14

Equipment Description	Percentage of Members Using	Number of Members Using
Adding Machine, Full Keyboard	10.16	13
Cutting Machine	10.16	13
Filing Equipment, Security Lock	10.16	13
Intercom System	10.16	13
Tape Recorder	10.16	13
Cathode-Ray Tube Display Unit (Redactor, Lexitron)	9.38	12
Collator, Automatic	9.38	12
Typewriter, Teletype (Telex)	9.38	12
Folding Machine	8.59	11
Typewriter, Manual	8.59	11
Filing Equipment, Rotary File	7.81	10
Illuminated Drawing Board	7.81	10
Safe, Combination	7.81	10
Signature Stamp	7.81	10
Data Processing Equipment, Key Punch	7.03	9
Postal Scale	7.03	9
Terminet	7.03	9
File Stamp	6.25	8
Telephone Switchboard	6.25	8
Cash Box	5.47	7
Duplicator, Spirit	5.47	7
Postage (Mail) Weighing	5.47	7
Binding Machine	4.69	6
Duplicator, Automatic Printing	4.69	6
Microfilm or Microfiche Reader	4.69	6
Typewriter, Composer	4.69	6
Telephone, Call Director	4.69	6
Xerox 800	4.69	6
CRT Computor	4.69	6
Postage Meter Machine	3.91	5
Label Dispenser	3.91	5
Time Meter	3.91	5

Equipment Description	Percentage of Members Using	Number of Members Using
Addressograph	3.13	4
Calculator, Electronic Printing	3.13	4
Duplicator, Stencil (Mimeograph)	3.13	4
Overhead Projector	3.13	4
Bookkeeping Machine	2.34	3
Microfilm or Microfiche Reproducer	2.34	3
Perforator	2.34	3
Posting Machine	2.34	3
Filing Equipment, Logs: Check Boxes	2.34	3
Calculator, Full Key	1.56	2
Calculator, Full Key Printing	1.56	2
Cash Register	1.56	2
Checkwriter (Check Protector)	1.56	2
Embossing Machine	1.56	2
Endorsement Stamp or Machine	1.56	2
Envelope Sealer	1.56	2
Imprinter (Credit Card Machine)	1.56	2
Postage (Stamp) Affixing Machine	1.56	2
Public Address System	1.56	2
Signature Machine	1.56	2
Computer Terminal	1.56	2
Dataspeed/40	1.56	2
Document Printer	1.56	2
Telecopier	1.56	2
Calculator, Key Driven (Comptometer)	0.78	1
Data Processing Equipment, Verifier	0.78	1
Data Set, Remote Record Feature	0.78	1
Duplicator, Offset (Multilith)	0.78	1
Envelope Opening Machine	0.78	1
Shorthand Machine (Stenotype)	0.78	1
Typewriter, Justowriter	0.78	1
Typewriter, Vari-typer	0.78	1
Video-Tape System	0.78	1

Equipment Description	Percentage of Members Using	Number of Members Using
Two-Way Radio	0.78	1
Tux Machine	0.78	1
Key Punch Machine	0.78	1
Card Writer	0.78	1
Image Retrieval System	0.78	1
Telepost	0.78	1
Billing Machine	0.00	0
Blue Print Reproducing Machine	0.00	0
Bundling Machine, Electric	0.00	0
Burster	0.00	0
Calculator, Rotary	0.00	0
Decollator	0.00	0
Duplicator, Graphotype	0.00	0
Filing Equipment, Motorized (Elevator)	0.00	0
Inserter (Stuffing Machine)	0.00	0
Jogging Machine	0.00	0
Laminating Machine	0.00	0
Probate Stamp	0.00	0
Proof-Machine, Full Key	0.00	0
Typewriter, Billing	0.00	0
Typewriter, Flexowriter	0.00	0

Total Respondents 128